



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

5350 W. Indian School Road, Phoenix, AZ 85031

Acclaim Charter School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Melanie Powers
Schedule : 07:00 AM to 04:30 PM
Grades : K-8
2005 Enrollment : 350
Web Address : acclaim@acclaimschool.com
Phone Number : (623) 691-0919
Fax Number : (623) 691-6091
E-mail : acclaim@acclaimschool.com

Mission

A Core Knowledge School whose mission is to provide a learning environment rich in arts, sciences and languages where students gain strong academic skills, character, appreciation for diversity, concern for the environment and strive for excellence.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Not Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students strive to achieve their fullest potential in language arts, mathematics, science, social studies, health, PE and technology, building on previous learning to acquire new knowledge and skills which can be applied to real-life settings.
- ü Students develop an interest in, and love of, music and art, developing the ability to express themselves, and sensitivity to musical and artistic beauty through exposure to classical, contemporary and a variety of cultural forms of music and art.

Enrollment

October 1, 2004 School Year Student Enrollment : 380
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 375

Instructional Programs

- ü Full-day Kindergarten
- ü Core Knowledge School
- ü Character Education
- ü Accelerated Math and Reader

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

ACCLAIM provides a safe learning environment, respects differences in cultures and learning styles, values bilingualism and high academic standards achieved through a variety of instructional strategies. Regular communication is provided.

Parents

Parents are asked to send students to school in uniform with the proper supplies; to support the instructional and discipline programs, attend Project Presentations and parent conferences, and notify the school of any concerns involving their child.

Transportation Policy

ACCLAIM has 4 buses. No transportation east or north of Grand Avenue. Buses go as far west as Avondale. Bus fee is \$10 per month (volunteer time can be used to cover the bus fee). Safety is crucial; bus riding is a privilege which can be lost.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Accelerated Math Model Classroom (2 teachers)	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	40	79306	100	100	99	405	405	445	24	24	10	50	50	18	26	26	51	0	0	20
All Students (Prior Year)	44	44	75509	98	98	100	460	460	521	29	29	13	57	57	23	14	14	33	0	0	31
Female	19	19	38691	100	100	99	399	399	446	35	35	10	47	47	18	18	18	52	0	0	20
Male	21	21	40583	100	100	99	412	412	445	12	12	11	53	53	18	35	35	50	0	0	21
African American	--	--	4041	--	--	99	--	--	426	--	--	17	--	--	23	--	--	50	--	--	10
Hispanic	39	39	32869	100	100	99	406	406	429	24	24	15	48	48	25	27	27	51	0	0	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	37	37	69060	100	100	98	409	409	454	19	19	7	52	52	17	29	29	54	0	0	22
Limited English Proficient Students	32	32	15509	100	100	100	405	405	406	28	28	20	45	45	30	28	28	45	0	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	35	35	39415	100	100	96	406	406	431	27	27	15	47	47	25	27	27	50	0	0	10
Non-Economically Disadvantaged	NC	NC	39966	NC	NC	100	NC	NC	459	NC	NC	6	NC	NC	12	NC	NC	52	NC	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	40	40	79395	100	0	99	407	407	446	18	18	9	65	65	25	18	18	55	0	0	11
All Students (Prior Year)	43	43	75492	96	96	100	481	481	519	29	29	12	43	43	16	29	29	47	0	0	24
Female	19	19	38743	100	0	100	407	407	451	12	12	7	71	71	24	18	18	57	0	0	12
Male	21	21	40618	100	0	99	406	406	440	24	24	11	59	59	27	18	18	53	0	0	9
African American	--	--	4052	--	--	100	--	--	434	--	--	11	--	--	29	--	--	54	--	--	6
Hispanic	39	39	32915	100	0	99	408	408	426	15	15	15	67	67	35	18	18	47	0	0	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	37	37	69139	100	0	99	411	411	454	10	10	7	71	71	24	19	19	58	0	0	11
Limited English Proficient Students	32	32	15545	100	0	100	407	407	399	14	14	21	72	72	42	14	14	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	35	35	39484	100	0	96	406	406	429	17	17	14	67	67	35	17	17	47	0	0	4
Non-Economically Disadvantaged	NC	NC	39986	NC	NC	100	NC	NC	461	NC	NC	4	NC	NC	16	NC	NC	63	NC	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	39	78869	98	98	99	403	403	442	15	15	6	33	33	21	48	48	63	3	3	10
All Students (Prior Year)	42	42	75053	93	93	99	463	463	597	29	29	7	43	43	12	29	29	72	0	0	9
Female	19	19	38536	100	100	99	421	421	458	6	6	4	29	29	15	65	65	67	0	0	14
Male	20	20	40302	95	95	99	384	384	428	25	25	8	38	38	26	31	31	60	6	6	7
African American	--	--	4015	--	--	99	--	--	430	--	--	8	--	--	24	--	--	61	--	--	7
Hispanic	38	38	32606	97	97	98	404	404	426	16	16	8	31	31	27	50	50	60	3	3	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	36	36	68697	97	97	98	407	407	454	17	17	4	27	27	18	53	53	67	3	3	11
Limited English Proficient Students	31	31	15339	97	97	100	405	405	399	14	14	11	32	32	31	50	50	54	4	4	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	34	34	39106	97	97	95	410	410	427	14	14	8	31	31	28	52	52	59	3	3	5
Non-Economically Disadvantaged	NC	NC	39837	NC	NC	100	NC	NC	457	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	78906	100	100	99	467	467	498	38	38	13	18	18	19	38	38	48	5	5	20
All Students (Prior Year)	38	38	76019	97	97	100	438	438	499	50	50	14	44	44	39	6	6	14	0	0	33
Female	21	21	38644	100	100	99	470	470	500	32	32	12	21	21	19	42	42	49	5	5	19
Male	20	20	40236	100	100	99	464	464	497	45	45	15	15	15	19	35	35	46	5	5	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	38	38	31938	100	100	99	465	465	481	39	39	19	17	17	25	42	42	46	3	3	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	33	33	68310	100	100	98	476	476	509	26	26	9	19	19	18	48	48	51	6	6	22
Limited English Proficient Students	24	24	12573	100	100	100	452	452	454	54	54	27	17	17	30	29	29	38	0	0	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	34	34	38679	100	100	96	470	470	483	34	34	20	19	19	25	41	41	45	6	6	10
Non-Economically Disadvantaged	NC	NC	40295	NC	NC	100	NC	NC	513	NC	NC	7	NC	NC	13	NC	NC	50	NC	NC	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	78908	100	0	99	459	459	484	23	23	10	38	38	23	36	36	58	3	3	9
All Students (Prior Year)	38	38	76020	97	97	100	486	486	503	50	50	25	25	25	23	25	25	40	0	0	12
Female	21	21	38648	100	0	99	469	469	489	16	16	8	42	42	22	37	37	61	5	5	10
Male	20	20	40233	100	0	99	450	450	479	30	30	12	35	35	25	35	35	55	0	0	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	38	38	31940	100	0	99	459	459	465	22	22	16	39	39	32	36	36	49	3	3	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	33	33	68312	100	0	98	469	469	493	13	13	7	42	42	21	42	42	62	3	3	10
Limited English Proficient Students	24	24	12556	100	0	100	443	443	436	33	33	24	42	42	40	25	25	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	34	34	38662	100	0	96	462	462	468	22	22	16	34	34	32	41	41	49	3	3	3
Non-Economically Disadvantaged	NC	NC	40315	NC	NC	100	NC	NC	498	NC	NC	5	NC	NC	15	NC	NC	66	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	41	78750	100	100	99	473	473	500	8	8	6	46	46	29	46	46	63	0	0	2
All Students (Prior Year)	38	38	75673	97	97	100	495	495	530	25	25	12	38	38	25	31	31	58	6	6	4
Female	21	21	38586	100	100	99	498	498	515	0	0	4	37	37	22	63	63	71	0	0	3
Male	20	20	40135	100	100	99	448	448	486	15	15	8	55	55	35	30	30	56	0	0	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	38	38	31841	100	100	99	474	474	483	8	8	8	44	44	36	47	47	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	33	33	68196	100	100	98	486	486	513	3	3	3	42	42	25	55	55	69	0	0	3
Limited English Proficient Students	24	24	12504	100	100	100	451	451	451	13	13	12	63	63	44	25	25	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	34	34	38558	100	100	96	470	470	485	9	9	8	47	47	37	44	44	54	0	0	1
Non-Economically Disadvantaged	NC	NC	40260	NC	NC	100	NC	NC	514	NC	NC	3	NC	NC	21	NC	NC	72	NC	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	32	78250	100	100	99	537	537	548	35	35	21	16	16	18	42	42	48	6	6	13
All Students (Prior Year)	24	24	75001	100	100	99	462	462	468	36	36	37	50	50	36	14	14	16	0	0	10
Female	19	19	38071	100	100	99	537	537	549	28	28	20	22	22	19	50	50	49	0	0	12
Male	13	13	40126	100	100	99	538	538	547	46	46	23	8	8	17	31	31	46	15	15	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	29	29	29129	97	97	99	531	531	527	39	39	32	14	14	23	43	43	40	4	4	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	25	25	68996	100	100	99	557	557	561	17	17	16	21	21	18	54	54	52	8	8	14
Limited English Proficient Students	18	18	10133	100	100	100	511	511	488	53	53	45	24	24	25	24	24	28	0	0	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	23	23	33388	96	96	94	537	537	530	35	35	32	13	13	22	48	48	40	4	4	5
Non-Economically Disadvantaged	NC	NC	44937	NC	NC	100	NC	NC	561	NC	NC	13	NC	NC	15	NC	NC	54	NC	NC	18

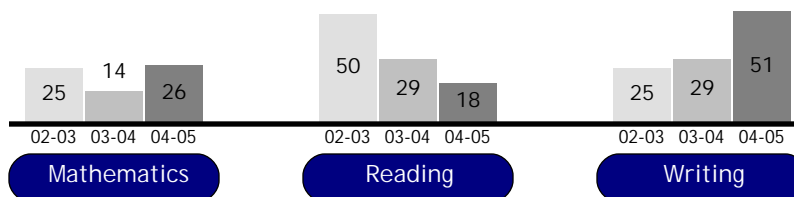
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	32	78302	100	0	99	517	517	512	0	0	11	39	39	25	55	55	57	6	6	7
All Students (Prior Year)	24	24	74918	100	100	99	498	498	497	31	31	32	46	46	19	15	15	35	8	8	15
Female	19	19	38082	100	0	99	523	523	518	0	0	8	28	28	24	67	67	61	6	6	7
Male	13	13	40166	100	0	99	508	508	507	0	0	14	54	54	26	38	38	54	8	8	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	29	29	29152	97	0	99	515	515	492	0	0	17	39	39	34	54	54	46	7	7	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	25	25	69024	100	0	99	530	530	524	0	0	7	21	21	23	71	71	62	8	8	7
Limited English Proficient Students	18	18	10140	100	0	100	495	495	451	0	0	28	53	53	43	47	47	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	23	23	33398	96	0	94	514	514	495	0	0	18	39	39	35	61	61	46	0	0	2
Non-Economically Disadvantaged	NC	NC	44979	NC	NC	100	NC	NC	525	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	32	78094	100	100	99	545	545	545	0	0	3	16	16	18	84	84	77	0	0	2
All Students (Prior Year)	24	24	74503	100	100	99	460	460	491	15	15	9	23	23	32	62	62	51	0	0	8
Female	19	19	38025	100	100	99	549	549	558	0	0	2	11	11	13	89	89	82	0	0	2
Male	13	13	40013	100	100	99	539	539	534	0	0	5	23	23	23	77	77	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	29	29	29068	97	97	99	543	543	523	0	0	5	18	18	27	82	82	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	25	25	68892	100	100	98	555	555	559	0	0	2	4	4	14	96	96	82	0	0	2
Limited English Proficient Students	18	18	10084	100	100	100	529	529	474	0	0	10	24	24	39	76	76	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	23	23	33296	96	96	94	543	543	527	0	0	5	17	17	27	83	83	67	0	0	0
Non-Economically Disadvantaged	NC	NC	44871	NC	NC	100	NC	NC	559	NC	NC	2	NC	NC	12	NC	NC	84	NC	NC	3

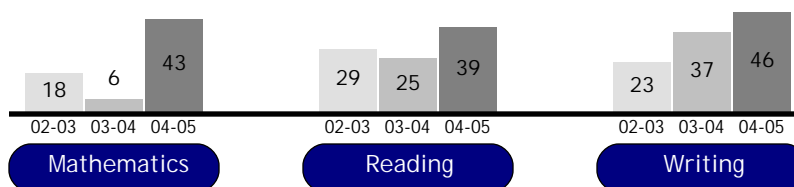
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

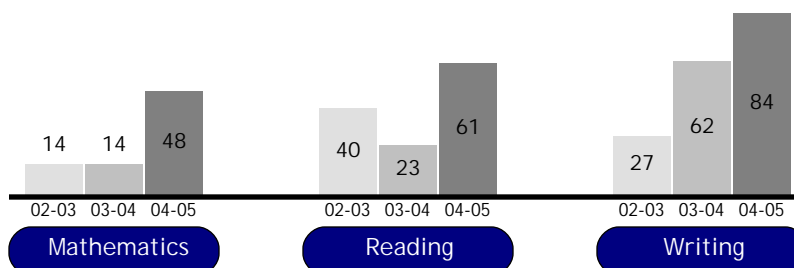
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	15	15	50	82	NA	NA	58	98	30	30	47
	Language	100	10	10	43	97	NA	NA	50	98	19	19	47
	Mathematics	100	21	21	57	97	NA	NA	64	100	21	21	50
3	Reading	97	24	24	47	89	NA	NA	55	100	21	21	44
	Language	97	25	25	54	96	NA	NA	61	100	22	22	44
	Mathematics	100	40	40	54	98	NA	NA	61	100	28	28	51
4	Reading	100	31	31	52	93	50	NA	56	93	34	34	48
	Language	100	35	35	48	98	43	43	52	93	31	31	49
	Mathematics	100	55	55	57	98	67	67	61	93	40	40	53
5	Reading	92	27	27	50	98	29	NA	55	100	37	37	50
	Language	97	26	26	46	98	29	29	49	100	37	37	50
	Mathematics	97	34	34	57	98	36	36	63	100	32	32	49
6	Reading	100	39	39	53	94	NA	NA	56	100	37	37	51
	Language	100	33	33	45	97	NA	NA	48	100	33	33	47
	Mathematics	97	51	51	62	97	NA	NA	66	100	43	43	52
7	Reading	97	42	42	51	94	51	NA	54	100	36	36	50
	Language	97	43	43	54	94	52	52	58	100	39	39	52
	Mathematics	100	55	55	58	94	70	70	62	100	33	33	50
8	Reading	100	34	34	53	100	47	NA	55	100	45	45	51
	Language	100	37	37	49	100	40	40	52	100	51	51	50
	Mathematics	94	50	50	58	100	58	58	61	100	54	54	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

1 School Administrator(s)
 0 Non-certified Employee(s)
 0 Teacher(s)
 0 Parent(s)
 3 Community Member(s)
 0 Student(s)

Council Duties

Ü Budget
 Ü Personnel Decisions
 Ü School Calendar
 Ü Fundraising
 Ü School Improvement
 Ü Student Discipline

Staffing Information for School Year 2005-06

Position

Number

Position

Number

Administrator	3.00	Teacher	23.00
Other Professional Staff	1.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years	7	1	0	0
4 to 6 years	2	0	0	0
7 to 9 years	1	2	0	0
10 or more years	4	6	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	106
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	28%

Resources Available at School Site

Special Facilities

Ü Small Computer Lab
 Ü Small Library

Extracurricular Activities

Ü Educational Computer Games Ü Friday Intramural Program
 Ü Tap Dance
 Ü Game Room
 Ü Sports Activities

Social Services

Ü Healthy Kids Dental Services
 Ü Parenting Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Through our curriculum (the Core Knowledge Sequence), afterschool tutoring program and small class size, students acquired a rich knowledge and strengthened skills in various areas of academics this year, although many came to us below grade level.
- ü Through exposure to, experience with, and instruction in a variety of cultural forms of music and art, our students' knowledge and appreciation of the arts has notably increased.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	17	12	12	17
Transfers In Rate ⁶	26	28	28	37
Stability Rate ⁷	82	87	87	82
Promotion Rate ⁸	98	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Emphasis is on our character development program. We have a Zero-Tolerance Policy for possession or use of alcohol, tobacco, illegal drugs or violence. Mentors and tutors are available. Small classes aid the overall safety/orderly learning climate.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Melanie Powers	(623) 691-0919
Transportation Policy	Jose R. Martinez	(623) 691-0919
Community Resources	Melanie Powers	(623) 691-0919
School Nutrition Programs	Jose Martinez	(623) 691-0919
Parent Organization	Nancy Reeves	(623) 691-0919
Student Health/Nurse	Susan Cain	(623) 691-0919

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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